

# Regional Multicultural Magnet School



## 2017-2018 Parent Handbook

One Bulkeley Place, New London, CT 06320  
[www.rmms.k12.ct.us](http://www.rmms.k12.ct.us)

## RMMS QUICK REFERENCE for the 2017-2018 School Year

### RMMS Address

One Bulkeley Place  
New London, CT 06320

**RMMS Phone: (860) 437-7775**

Library – Ext. 7307

Magnet Kingdom Ext. 7340

Nurse – Ext. 7364

### Communication

**RMMS website** at [www.rmms.k12.ct.us](http://www.rmms.k12.ct.us) keeps you up to date on events and activities at our school.

### RMMS Facebook

<https://www.facebook.com/pages/RMMS-New-London>

### RMMS Twitter

<https://twitter.com/RMMSNewLondon>

**School Messenger.** This automated telephone communication service is a courtesy call that allows us to inform families of school closings, delays and other important announcements. Please be sure that we always have a current telephone contact for you.

### RMMS Hours

#### Office Hours

8:00 AM to 4:30 PM - Monday through Friday

#### School Hours

**Regular School Days:** 8:40 AM to 3:15 PM

**Early Dismissal Days:** 8:40 AM to 12:30 PM

**Drop off Time:** 8:15 – 8:40 AM

**Breakfast Time** 8:15 AM – 8:40 AM

#### Magnet Kingdom Times

**Before School:** 6:45 AM – 8:15 AM

**After School:** 3:15 PM – 6:00 PM

#### Pick up Times in the Gym

Regular School Days: 3:15 PM

Early Dismissal Days: 12:30 PM

Students must be pick-up by 3:40 PM on full days, and by 1:00 PM on half days.

#### Dismissal Change Notification

Regular School Days by 2:20 PM

Early Dismissal Days by 11:30 PM

**Children should not be picked up between 2:45 and 3:15 PM on regular days, or 12:00 and 12:30 PM on early dismissal days, unless it is for emergency reasons.**

### School Cancellation & Late Openings

**Snow Days:** Due to hazardous road conditions school may be canceled. Check the following TV and radio stations for cancellation information, given as early as 6:00 AM:

WFSB (TV3)	ABC (TV8)	NBC (TV30)
WNLC – 1510 AM		WICH – 1310 AM
WCTY – 97.7 FM		WSUB – 980 AM
Q105 – 105.5 FM		WOLF – 104.7 FM

**Dropping off students on delayed opening days: Parents cannot drop off their children before the revised school opening time:**

**60 Minutes Delay:** 9:40 AM start time

Drop off time: 9:15 – 9:40 AM

**90 Minutes Delay:** 10:10 AM start time

Drop off time: 9:45 – 10:10 AM

**2-Hour Delay:** 10:40 AM start time

Drop off time: 10:15 – 10:40 AM

**Early Closing:** If the weather causes RMMS to close early, **dismissal will be approximately at 12:30 PM**, depending on buses arrival times. An announcement will be made on the local TV and radio stations, and posted on our website and social media.

### Contacts for Transportation

Most students are transported to and from school by bus or van. Prior to the opening of school you will be notified of the pick-up and drop-off locations and times from your district. These times and locations will also be posted on the RMMS website. Again this year LEARN is providing transportation for some of the districts that not provide transportation services. See contacts information below. Remember that a parent/caregiver **MUST** accompany the child to and from the bus stop.

Bozrah	LEARN	860-434-4000x163
EastHaddam	Board of Ed.	860-873-5090
EastLyme	Transportation	860-739-1569
Groton	Transportation	860-448-0006
Ledyard	Transportation	860-464-6635
Lyme/Old Lyme	Board of Ed.	860-434-7238
Montville	Transportation	860-848-3878
New London	Transportation	860-443-0317
N. Stonington	LEARN	860-434-4000x163
Norwich	LEARN	860-434-4000x163
Plainfield	LEARN	860-434-4000x163
Preston	Transportation	860-887-9483
Salem	Board of Ed.	860-859-0267
Sprague	LEARN	860-434-4000x163
Stonington	Transportation	860-599-0838
Waterford	Transportation	860-443-2244

**Students will not be allowed to ride a bus other than their own without prior authorization from the school district involved.**

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## 1. WELCOME LETTER FROM THE PRINCIPAL

August 2016

Dear Parents/Caregivers:

We are delighted to welcome you to the 2016-2017 school year at the Regional Multicultural Magnet School. Along with the staff, I am happy to have you as part of our school family. We are entering our 26<sup>th</sup> year as part of the greater community of Southeastern Connecticut. Serving Kindergarten through Grade 5 students, we provide the best possible educational experiences.

We value having a positive relationship with our families. Communication and a strong partnership with parents contribute in an important pathway to the success of the children in our school. Our Parent Handbook is one important step in building this partnership. Within the Parent Handbook, you will find valuable information regarding RMMS, which will assist you throughout the school year. This includes our Parent/Caregiver - School Compact that outlines each of our responsibilities to ensure a successful, safe and enjoyable academic environment. Please take the time to read through this document in order to gain a better understanding of who we are as a school community and what guidelines and procedures we have in place to help us accomplish our mission as a school.

As Principal of the Regional Multicultural Magnet School, I am honored to be a member of this rich, caring community. I hope you will experience a school year filled with positive growth and development for your child academically, socially, emotionally and physically. It is also my hope that this year you will make new friendships and connections with other parent/caregivers and staff at RMMS. Please stay familiar with the Parent/Caregiver - School Compact as it is an important commitment we all need to make to help ensure the success of your child.

We all look forward to a great school year and trust that you will find it a positive one for you and your child.

Sincerely,

Dr. Susan C. Iwanicki  
Principal

## 2. RMMS COMPACT

The RMMS Compact is an agreement among the Regional Multicultural Magnet School, the student and the student's family. It outlines each of our responsibilities to ensure a successful, safe and enjoyable academic environment.

### **The school's responsibilities are to:**

- Be welcoming and supportive to all children and families.
- Provide an environment that supports the value of all cultures and backgrounds.
- Provide a strong academic curriculum that meets state standards.
- Provide an emphasis on the social development of compassionate children.
- Partner with families to provide the best possible learning outcomes.
- Provide a safe learning environment.
- Provide families with timely and clear communications.
- Communicate a love of learning.
- Encourage the importance of exercise and provide an appropriate amount of time for physical activity each day.

### **The child's responsibilities are to:**

- Come to school on time every day ready to work and learn.
- Come with homework done and permission slips completed.
- Come ready to cooperate with all students and all adults.
- Be friendly and respectful to all children and adults.
- Get plenty of exercise and rest at home.
- Spend more time on other activities (playing outside and reading) rather than on electronic games and T.V.

- Be willing to try new things.
- Try your best.

### **The family/caregiver responsibilities are to:**

- Provide opportunities for your child to experience reading and oral language development every day at home with family.
- Be sure that your child is in school every day on time (8:30-8:45 AM).
- Plan for your child to stay the full day and communicate dismissal changes to the school and your child before 2:20 p.m.
- Attend all goal setting and parent conferences; complete all school forms.
- Insure that the school always has current telephone numbers and emergency contacts.
- Monitor the appropriateness and the amount of time your children interact with electronic media.
- Provide the time, space and support for your child to complete homework.
- Inform the school/teacher of any unusual events happening in your child's life that may affect school life.
- Play an active role in supporting the success of the school community by reading communications, attending school events, and giving of your time, as able.
- Encourage your child to get plenty of exercise and enough sleep.

**At RMMS it is important that we support a positive school climate by helping students understand and follow our school rules:**

- **Take care of ourselves;**
- **Take care of others;**
- **Take care of our environment; and**
- **Take care of our learning**

**RMMS will continue to emphasize the awareness and practice of Wellness throughout our day during the 2016-2017.**

For the 2016-17 school year, the RMMS School Improvement Plan has an specific Communication focus. As a school communication and community-building among all members of the school community.

***The school's responsibility will be to:***

- Create opportunities for parents and teachers to have a common experience that bring people together
- Collect and act on feedback

***The teacher's responsibility will be to:***

- Provide consistent and clear communications to families regarding classroom specific activities and each student's academic and social/emotional progress.
- Provide community-building events in the classroom.
- Support attendance at school-wide community events.

***The student's responsibility will be to:***

- Participate in community building events.
- Make good choices and participate fully in the classroom community.
- Take responsibility for having a positive impact on the community.
- Deliver important information from parents/caregivers to school.
- Follow school rules.

***The family/caregivers' responsibility will be to:***

- Provide communication regarding your family and your child's needs.
- Attend at least one community-building event.
- Supply timely and clear communication to the school regarding any updated information regarding your child.
- Read communications that are sent home, on the website or any other social media.
  - Take initiative to contact your child's teacher regarding any wonders or questions about your child's learning experiences.

The 2016-17 RMMS School Improvement Plan focuses on improving Literacy and Math Skills.

As a student, your responsibility will be to:

- ✓ Strive to read every day at home
- ✓ Notice and use new words
- ✓ Think about how numbers are used every day in your life
- ✓ Learn your math facts

As a parent/caregiver your responsibility will be to:

- ✓ Read at home as much as you can
- ✓ Talk about new words with your child
- ✓ Support your child's math learning by using the math resources
- ✓ Help your child learn their math facts at home

As a school, our responsibility will be to:

- ✓ Provide a rich focus on vocabulary development and background knowledge for all students
- ✓ Provide rich learning experiences in numeracy that helps each child become a mathematical thinker
- ✓ Make reading and math material available at an appropriate level



### 3. SCHOOL PERSONNEL - School District: LEARN

Executive Director

Dr. Eileen Howley

Associate Executive Director

Dr. Peter Cummings

RMMS Principal

Dr. Susan C. Iwanicki

#### Classroom Teachers

Title	Name	Email
K/1 Teachers	Cheryl Castillo	<a href="mailto:ccastillo@rmms.k12.ct.us">ccastillo@rmms.k12.ct.us</a>
	Donna Showers	<a href="mailto:dshowers@rmms.k12.ct.us">dshowers@rmms.k12.ct.us</a>
	Jennifer Dees	<a href="mailto:jdees@rmms.k12.ct.us">jdees@rmms.k12.ct.us</a>
	Kathy Auperin	<a href="mailto:kauperin@rmms.k12.ct.us">kauperin@rmms.k12.ct.us</a>
	Leah Moran	<a href="mailto:lmoran@rmms.k12.ct.us">lmoran@rmms.k12.ct.us</a>
	Meghan Mongillo	<a href="mailto:mmongillo@rmms.k12.ct.us">mmongillo@rmms.k12.ct.us</a>
	Stefanie Hinman	<a href="mailto:shinman@rmms.k12.ct.us">shinman@rmms.k12.ct.us</a>
	Teresa Alfieri	<a href="mailto:talfieri@rmms.k12.ct.us">talfieri@rmms.k12.ct.us</a>
	2/3 Teachers	Candace Barstch
Ellen Hill		<a href="mailto:ehill@rmms.k12.ct.us">ehill@rmms.k12.ct.us</a>
Joan Domin		<a href="mailto:jdomin@rmms.k12.ct.us">jdomin@rmms.k12.ct.us</a>
Melissa Gómez		<a href="mailto:mgomez@rmms.k12.ct.us">mgomez@rmms.k12.ct.us</a>
Debbie Guinan-Morizio		<a href="mailto:dguinan@rmms.k12.ct.us">dguinan@rmms.k12.ct.us</a>
Joanne Huber		<a href="mailto:jhuber@rmms.k12.ct.us">jhuber@rmms.k12.ct.us</a>
Clarissa Luque		<a href="mailto:cluque@rmms.k12.ct.us">cluque@rmms.k12.ct.us</a>
Kelley Norcia		<a href="mailto:knorcia@rmms.k12.ct.us">knorcia@rmms.k12.ct.us</a>
Lucy Regan		<a href="mailto:lregan@rmms.k12.ct.us">lregan@rmms.k12.ct.us</a>
4/5 Teachers	Cindy Schofner	<a href="mailto:cschofner@rmms.k12.ct.us">cschofner@rmms.k12.ct.us</a>
	Chrismae Gooden-White	<a href="mailto:cgoodenwhite@rmms.k12.ct.us">cgoodenwhite@rmms.k12.ct.us</a>
	Kristin Gemaly	<a href="mailto:kgemaly@rmms.k12.ct.us">kgemaly@rmms.k12.ct.us</a>
	Liz Quiñones	<a href="mailto:lquinones@rmms.k12.ct.us">lquinones@rmms.k12.ct.us</a>
	Lynn Hancock	<a href="mailto:lhancock@rmms.k12.ct.us">lhancock@rmms.k12.ct.us</a>
	Paulie Reed	<a href="mailto:preed@rmms.k12.ct.us">preed@rmms.k12.ct.us</a>
	Michael Rege	<a href="mailto:merge@rmms.k12.ct.us">merge@rmms.k12.ct.us</a>
	Stacy Pleau	<a href="mailto:spleau@rmms.k12.ct.us">spleau@rmms.k12.ct.us</a>
	Susan Hafler	<a href="mailto:shafler@rmms.k12.ct.us">shafler@rmms.k12.ct.us</a>

#### Support Staff

Title	Name	Email
Art Teacher	Ashley Vivenzio	<a href="mailto:avivenzio@rmms.k12.ct.us">avivenzio@rmms.k12.ct.us</a>
Behavioral Support Manager	Allison Haines	<a href="mailto:ahaines@rmms.k12.ct.us">ahaines@rmms.k12.ct.us</a>
Bilingual Instructor	Meghan Gula	<a href="mailto:mgula@rmms.k12.ct.us">mgula@rmms.k12.ct.us</a>
Bilingual Support Instructor	Maria Souffront	
Budget Manager	Kathy Powers	<a href="mailto:kpowers@rmms.k12.ct.us">kpowers@rmms.k12.ct.us</a>
Cook Manager	Carla Rosario	<a href="mailto:c.rosario@slamgmt.com">c.rosario@slamgmt.com</a>
ESL Instructor	Melissa Gray	<a href="mailto:mgray@rmms.k12.ct.us">mgray@rmms.k12.ct.us</a>
ESL Teacher	Susan Goldstein	<a href="mailto:hbirdsall@rmms.k12.ct.us">hbirdsall@rmms.k12.ct.us</a>
IB Coach	Lynne Ramage	<a href="mailto:lramage@rmms.k12.ct.us">lramage@rmms.k12.ct.us</a>
Instructional Technology Teacher	Pam Poirier	<a href="mailto:ppoirier@rmms.k12.ct.us">ppoirier@rmms.k12.ct.us</a>
Instructor	Alice Mauro	<a href="mailto:amauro@rmms.k12.ct.us">amauro@rmms.k12.ct.us</a>
Instructor	Amanda Haack	<a href="mailto:alowrie@rmms.k12.ct.us">alowrie@rmms.k12.ct.us</a>
Title	Name	Email

Instructor	Candace Elizabeth	<a href="mailto:celizabeth@rmms.k12.ct.us">celizabeth@rmms.k12.ct.us</a>
<b>Title</b>	<b>Name</b>	<b>Email</b>
Instructor	Mary Lou Black	<a href="mailto:mblack@rmms.k12.ct.us">mblack@rmms.k12.ct.us</a>
Instructor	Maxine Hannibal	<a href="mailto:mhannibal@rmms.k12.ct.us">mhannibal@rmms.k12.ct.us</a>
Intervention Specialist	Christian Salley	<a href="mailto:csalley@learn.k12.ct.us">csalley@learn.k12.ct.us</a>
Intervention Specialist	Christine Parizo	<a href="mailto:cparizo@learn.k12.ct.us">cparizo@learn.k12.ct.us</a>
Intervention Specialist	Diana Buduque	<a href="mailto:dbuduque@learn.k12.ct.us">dbuduque@learn.k12.ct.us</a>
Intervention Specialist	Molly Spitz	<a href="mailto:mspitz@learn.k12.ct.us">mspitz@learn.k12.ct.us</a>
Intervention Specialist	Susan Pryhock-Smith	<a href="mailto:spryhock-smith@learn.k12.ct.us">spryhock-smith@learn.k12.ct.us</a>
Intervention Specialist	Taylor Stino	<a href="mailto:tstino@rmms.k12.ct.us">tstino@rmms.k12.ct.us</a>
Library Support	Siobhan Warren	<a href="mailto:swarren@rmms.k12.ct.us">swarren@rmms.k12.ct.us</a>
Literacy Coach	Shiala Higgs	<a href="mailto:shiggs@rmms.k12.ct.us">shiggs@rmms.k12.ct.us</a>
Math Instructor	Sandra Woronik	<a href="mailto:sworonik@rmms.k12.ct.us">sworonik@rmms.k12.ct.us</a>
Music Teacher	Kevin Salley	<a href="mailto:ksalley@rmms.k12.ct.us">ksalley@rmms.k12.ct.us</a>
Office Manager	Yelena Bergman	<a href="mailto:ybergman@rmms.k12.ct.us">ybergman@rmms.k12.ct.us</a>
One-on-One Instructional Assist.	Brenda Peloquin	<a href="mailto:bpeloquin@rmms.k12.ct.us">bpeloquin@rmms.k12.ct.us</a>
One-on-One Instructional Assist.	Rosa Diaz	<a href="mailto:rdiaz@rmms.k12.ct.us">rdiaz@rmms.k12.ct.us</a>
Physical Education Teacher	Lauren Gorra	<a href="mailto:lgorra@rmms.k12.ct.us">lgorra@rmms.k12.ct.us</a>
Recruitment & Volunteer Manager	Laureen Pierandi	<a href="mailto:lpierandi@rmms.k12.ct.us">lpierandi@rmms.k12.ct.us</a>
School Nurse	Alyson Mason	<a href="mailto:amazon@learn.k12.ct.us">amazon@learn.k12.ct.us</a>
School Nurse	Christin Kondash	<a href="mailto:ckondash@rmms.k12.ct.us">ckondash@rmms.k12.ct.us</a>
School Social Worker	Gillian Vasquez-Coleman	<a href="mailto:gcoleman@rmms.k12.ct.us">gcoleman@rmms.k12.ct.us</a>
Secretary	Adriana Reyes Lozada	<a href="mailto:areyesl@rmms.k12.ct.us">areyesl@rmms.k12.ct.us</a>
Secretary	Clotilde Crisostomo	<a href="mailto:ccrisostomo@rmms.k12.ct.us">ccrisostomo@rmms.k12.ct.us</a>
Spanish Teacher	Kate Serio	<a href="mailto:kserio@rmms.k12.ct.us">kserio@rmms.k12.ct.us</a>
Spanish Instructor	Christina Schiano	<a href="mailto:cschiano@rmms.k12.ct.us">cschiano@rmms.k12.ct.us</a>
Support Services Teacher	Elizabeth Beaumont	<a href="mailto:ebeaumont@rmms.k12.ct.us">ebeaumont@rmms.k12.ct.us</a>
Support Services Teacher	Christine Wilkie	<a href="mailto:cwilkie@rmms.k12.ct.us">cwilkie@rmms.k12.ct.us</a>

### **Magnet Kingdom Program**

Child Care Manager	Adriana DeGrafft	<a href="mailto:adegrafft@rmms.k12.ct.us">adegrafft@rmms.k12.ct.us</a>
Instructor	Irena Belica	<a href="mailto:ibelica@rmms.k12.ct.us">ibelica@rmms.k12.ct.us</a>
Instructor	Sandra Woronik	<a href="mailto:sworonik@rmms.k12.ct.us">sworonik@rmms.k12.ct.us</a>
Site Assistant	Cinderella Mosley	<a href="mailto:cmosley@rmms.k12.ct.us">cmosley@rmms.k12.ct.us</a>
Site Assistant	Kayla Brown	<a href="mailto:kbrown@rmms.k12.ct.us">kbrown@rmms.k12.ct.us</a>
Site Assistant	Siobhain Carolan-Simpson	<a href="mailto:scsimpson@rmms.k12.ct.us">scsimpson@rmms.k12.ct.us</a>

### **School Based Services**

Nurse practitioner- school based health	Kathy Sinnett	<a href="mailto:ksinnett@rmms.k12.ct.us">ksinnett@rmms.k12.ct.us</a>
Counselor	Kristen Aberizk	<a href="mailto:kaberizk@rmms.k12.ct.us">kaberizk@rmms.k12.ct.us</a>

### **RMMS Committees and Committee Chairs**

COMPASS – Co-Chairs	Ahbra Curtis-LaManque Celeste Arrieta	<a href="mailto:rmmscompass@gmail.com">rmmscompass@gmail.com</a>
COMPASS - Secretary	Angela Couzelis	<a href="mailto:rmmscompass@gmail.com">rmmscompass@gmail.com</a>
Parent Caregiver Organization	Lisa Lathi	<a href="mailto:clahtifamily@gmail.com">clahtifamily@gmail.com</a>

## 4. DAILY ROUTINES

### 4.1 School Attendance

#### **a. Absenteeism Procedure:**

Absences have adverse effects on educational progress. Students who are absent from class for any reason are deprived of educational opportunities, student-teacher interaction, and learning experiences shared with their classmates. Although teachers provide opportunities for make-up work for classes missed, there is no way to reproduce or recapture classroom activity.

By Connecticut State Law, parents or those who have the care of children from seven years of age to sixteen years of age are obligated to have each child attend public day school or its equivalent. Students are to attend school regularly during the hours that school is in session. RMMS keeps accurate records of each child's attendance.

If you know that your child is going to be absent or tardy from school, please call the school 437- 7775 (select 3, then 4 from the menu options) and leave a message providing the following information:

- your name
- your child's name
- teacher's name
- reason for the absence or tardiness
- if your child will need lunch

Whenever a student is absent from school, no matter what the reason or circumstance, a note from the parent must accompany the student upon his/her return to school. The written note should include the following information:

- date the note is written
- name of the student involved
- reason for the absence
- date of the absence
- signature of the parent or guardian

When a child is absent for three or more consecutive days for health reasons, the child must bring a doctor's note (including date the child was seen by the physician) to the school nurse for re-entry.

*The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for the purpose of reporting truancy pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of excused and unexcused absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).*

**Excused Absences:** *A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:*

*A. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation and*

*B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:*

*a. student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of the absence);*

*b. student's observance of a religious holiday;*

*c. death in the student's family or other emergency beyond the control of the student's family;*

*d. mandated court appearances (additional documentation required);*

*e. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or*

f. *extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.*

**Unexcused Absences:** *A student's absence from school shall be considered unexcused unless they meet one of the following criteria:*

A. *the absence meets the definition for an excused absence (including documentation requirements); or*

B. *the absence meet the definition of a disciplinary absence.*

**Disciplinary Absences:** *Absences that are the result of school or district disciplinary action are excluded from these definitions*

**b. Tardiness/Early Dismissal Procedure:**

Please make every effort to have your child at school on time (8:45 AM) every day. Tardiness negatively impacts your child's learning as well as that of the other children in the classroom. If you bring your child to school late, you must sign in at the front desk. He/she will be issued a late slip for admission to the classroom.

Please make every effort to see that your child stays in school for the entire day (until 3:20 PM on regular days, or 12:35 on half days). Early dismissal is detrimental to your child's learning as well as that of classmates. When a child leaves early it disrupts end-of-day routines such as homework assignments for all. Please make every effort to schedule appointments outside of regular school hours. Should you find it necessary to have your child released early, **you must sign her/him out at the front desk prior to 2:45 PM on regular days, and 12:00 on half days. Children will not be released between 2:45 and 3:20 PM on regular days or 12:00 and 12:35 on half days.**

#### 4.2 Request for Release of Student

No student shall be permitted to leave the school premises during the school session without authorization from the Director or his/her designee.

In cases of divorce or legally separated parents, of which case the Director has been notified, the

Director or his/her designee will require that a legal statement designating the custodial parent or guardian be entered in the child's cumulative file as a decision-making guide for the Director or his/her designee.

If a child is going home with someone other than the parent or legal guardian, the school office must have a note or receive a call from the parent/guardian. We will not release a child to anyone other than a parent or legal guardian unless arrangements have been made in advance. Bused children must go on the bus unless adult contact is made with the school.

Written notice should be sent to the teacher if the child is to be picked up early or will not be riding the bus home. Do not expect us to rely on a child's word, as this is a safety issue.

When a child is picked up prior to the end of the school day, he must be picked up by 2:45 PM on regular days, or 12:00 PM on half days, and the parent must sign the child out in the school office. **Children should not be picked up between 2:45 and 3:20 PM on regular days, or 12:00 and 12:35 on half days.**

#### 4.3 Student Drop-Offs and Pick-Ups

##### a. Drop-off in the morning

If you wish to drop off your child so s/he may walk into school, you may also pull up alongside the back staff parking lot and have your child leave the vehicle and walk into school on their own. We will arrange to have an adult at the cones from 8:20 – 8:45 each morning to supervise.

- Children should leave their car using the door facing the sidewalk and cross only at the crosswalk area with staff supervision.
- **NO U-TURNS! It is against the law and very dangerous.**
- Please do not drop off your child at school before 8:15AM as there is no supervision until that time.
- On regular days, students should be dropped off at school from 8:15 to 8:45 AM

If you wish to walk your child into school, you will need to park on the street around the school. Parents are not able to pull into the staff parking area during morning drop off time to park. You may park on the street and enter the school through the front entrance or back parking lot entrance.

If you are dropping off your children and they are having breakfast, **please be sure they are here by 8:40 AM**. Breakfast is only served to students between 8:15 and 8:45. A student who arrives late will not be served breakfast unless the lateness is due to a bus problem.

#### **b. Pick-up in the afternoon**

In the afternoon, parents/caregivers need to park and come into the school gymnasium to sign out and pick up their child.

Please note the following:

- Parents can park in any number of available spots around the school. You may request a map showing the available parking areas. Parking is available on Huntington Street, however only from 2:00 to 4:00 PM.
- Parents are asked to enter the building through the outside west gym door next to the school's front entrance. **Do not** come in through the main front door. The gym door will open for parents at 3:10 PM. Pick-ups are dismissed at 3:20 PM. Parents/caregivers will go to a table set up by alphabetical order to show identification and sign out your child. The children will be waiting in groups by these alphabetical tables. Parents/caregivers should leave by the designated exit door in order to relieve any foot traffic congestion with the bus dismissals.
- Parents and children should only cross the street at the crosswalk, not between buses.

#### **4.4 Safety and Security Procedures**

As part of our ongoing review of safety and security procedures, the Emergency Planning Subcommittee of our Steering Committee has implemented the following procedures:

- All students and parents must enter the school through the **front entrance** to the school. (Exceptions include children of staff and children who are accompanied by parent who have handicapped parking. These parents will be given a pass to be able to "buzz" in and enter through the back parking lot door.)
- Any parent who wishes to accompany their child past the front door entrance, either into the gym or to the child's classroom, **must sign in and receive a visitor's pass**. Parents then need to return the visitor's pass and sign out when departing the building.

- From **8:55 AM through the remainder of the day, all outside doors into the building are locked**. In order to have the front door unlocked, visitors to the school, including parents, need to contact the front desk by pressing the button on the brick wall to the right of the doors.
- For any parent/caregiver who is picking up a child from RMMS at any time, you are required to show an ID and sign the child out at the front desk.
- From 2:45 to 3:20 PM – Parents who are picking up children at the end of the school day must do so through a sign-out in the gym. No pick-ups at the front office between 2:45 – 3:30PM unless it is an emergency.
- From 3:10 – 3:30 PM – All parents/caregivers who are picking up students in the gym should enter and leave the gym through the outside gym doors. Please only enter the school building through the main door during this time if you need to see a teacher or someone at the front desk.
- For afternoon Magnet Kingdom, all parents/caregivers must enter the school through the front entrance, show an ID and sign out their child at the front desk.

#### **4.5 Before and after school care**

Magnet Kingdom is the before and after school program at the Regional Multicultural Magnet School. The program operates in the morning from 6:45 to 8:30 AM, and in the afternoon from the end of school until 6:00 PM. The program offers a blend of academic, enrichment, and recreational opportunities. For more information visit our website, or call Adriana DeGraff at extension 73

#### **4.6 School Breakfast**

A breakfast is available to students each day. Students needing breakfast will pick it up upon arrival in the morning in the Cafeteria before being dismissed to their classroom. Students are expected to eat breakfast in the cafeteria. The cost for breakfast is \$1.45. The cost for those students on reduced lunch is 30 cents. Those who receive free lunch are also eligible to receive a free breakfast. Breakfast is served from 8:15 – 8:45 AM each day, **except for delayed opening days**.

- **Students having breakfast, must be dropped off no later than 8:45 AM**
- **Breakfast served from 8:15 to 8:45 AM**

**4.7 School Lunch**

Lunch is served in our cafeteria. Students will be served cafeteria style and will have assigned seating in the cafeteria. Students will be expected to clean up their own area.

SLA Management provides lunch for RMMS students. Menus are distributed monthly. The lunch price, including milk, is \$2.85 per day. The cost for reduced lunch is 40 cents. Milk is also available separately for 75 cents; regardless of free or reduced lunch status. There is no provision for milk only at a reduced or free rate.

Payment in advance is expected. Breakfast/Lunches can be paid for in advance for a week, month, or even the entire school year, using cash, checks, or credit cards. SLA has an online system that is easy and convenient for our families to manage their student's cafeteria account with the click of a button. LEARN and RMMS strongly encourages families to utilize the online system to manage your student's cafeteria account. To create an online school account please click [here](#). If a family decides to not use the online account system then a student may bring money to the school cafeteria and pay for food daily, weekly or monthly. Payment should be sent to your child's name and teacher's name. If you have any questions contact SLA's Customer Service at 1-407-740-7677 and send an email to [online@slamgmt.com](mailto:online@slamgmt.com)

Free and reduced lunch applications are mailed home over summer vacation, and must be returned to the main office prior to the return of students to school for the upcoming school year.

Free and reduced lunch applications are mailed home over summer vacation, and must be returned to the main office prior to the return of students to school for the upcoming school year.

Meal Price List	Daily Cost	Weekly Cost	Yearly Cost
Milk and Juice Only	\$0.75	\$3.75	135.00
Breakfast, Full Pay	1.45	7.25	261.00
Breakfast, Reduced Pay	0.30	1.50	54.00
Lunch, Full Pay	2.85	14.25	513.00
Lunch, Reduced Pay	0.40	2.00	72.00

**4.8 Lunchroom Behavior Practice**

A very important part of our focus as a school are the Responsive Classroom philosophy and practice. For the first few weeks of school, staff and students will model and practice positive and safe behavior while children are having their lunch. While they are eating, they will carry out the following important rules and practices:

- Using kind words in asking for help and in talking to others;

- Facing their tables and food while eating and waiting until they swallow their food before talking to others;
  - Cleaning up after themselves when they finish eating;
  - Using inside voices when having a lunchtime conversation; and
  - Practicing appropriate social conversation with friends at their table using inside voices while having a meal.
- These behaviors are reinforced continually throughout the school year. Parents/caregivers can reinforce these behaviors and practices at home. All of these steps will contribute greatly to the students' development in this area.

**4.9 Homework**

Homework is an integral part of the instructional and learning process and an extension of the classroom. Homework allows the student to review, reinforce and supplement the material which is taught during the school day. Students who do constructive homework shape useful skills, learn self-discipline, time management, responsibility, and develop constructive attitudes.

Homework may include written responses, reading assignments, project work, playing math games or discussing ideas. The amount of time required for homework varies depending on the student's personal organization, desire and background in the subject matter.

**Guidelines for homework in a typical week.**

Students can expect to have written homework Monday through Thursday. This may vary based on other school activities. These amounts of time include the child's daily reading. Family situations will be accommodated. Communication between home and school is important in helping us best meet your child's needs. Time spent on homework should be balanced with the importance of personal and family well-being, and the wide array of family obligations experienced in our society today.

**Level Homework (including reading)**

KG	10-15 minutes
First grade	10-20 minutes
Second grade	20-30 Minutes
Third grade	30-40 Minutes
Fourth grade	40-50 Minutes
Fifth grade	50-60 Minutes

### **Completion of assigned homework**

- ✓ If a student is regularly unable to complete homework in the amount of time specified for their grade level, caregivers should communicate with the classroom teacher.
- ✓ If homework is not completed for a specific reason on a given day, parents/caregivers should communicate with the classroom teacher regarding reasons.
- ✓ If a student repeatedly does not complete homework, the teacher will contact the parent/caregiver to discuss strategies to help the student be more successful.
- ✓ Caregivers are strongly encouraged to communicate with their child's teacher with any thoughts or questions regarding their child's homework.

### **Guidelines for daily reading assignments**

**The purpose of daily reading is to help develop reading as an essential life-long skill and to build reading stamina.**

**Reading every day helps improve vocabulary, concentration, memory, discipline, creativity, and compassion. Reading embodies the RMMS spirit: Empowering children with knowledge and respect for our world while preparing them for the future.**

- ♥ It is recommended that students read every night
- ♥ Reading to your child is an essential part of their development as life-long learners. Listening to audio books, caregivers reading to the child, reading environmental text are all examples of a child's nightly reading. Parents/caregivers are encouraged to read to their children in their first language. These reading activities count as part of their daily reading.
- ♥ Reading practice should continue through the weekend and vacation periods, including the summer months.

### **Long Term Projects**

Once or twice a year, long-term projects such as 4/5 Music and Selborne projects, K/1 "100 Day" projects and 2/3 Special Day projects need to be worked on consistently both inside and outside of school while balancing other homework and activities.

### **Homework assignments will:**

- be related to classroom instruction
- be age and developmentally appropriate

- be appropriate to the needs and ability of the child
- be appropriate to students' language proficiency
- level.
- provide reinforcement and enrichment of classroom instruction
- emphasize critical thinking and problem-solving
- emphasize quality over quantity
- be reviewed in a timely manner and oral or written
- feedback will be given to the student as needed to
- support student learning
- be as relevant to the student's life as possible
- be the responsibility of the student
- be monitored by parents/caregivers who should
- provide guidance, but not answers

### **How can I help my child be more successful with homework responsibility?**

If caregivers have questions/concerns about their child's progress, they are welcome and encouraged to communicate with their child's teacher. The RMMS Staff will collect a list of strategies that parents/caregivers can use to help their child be more successful with homework responsibility. These will be shared with parents at next year's Back to School Fair. **Adopted by RMMS Steering Committee June 14, 2011**

### **4.10 Dress Code**

RMMS assumes that children will come to school dressed appropriately to engage in a wide variety of activities. Children go out for recess every day in good weather and will need comfortable shoes to fully participate in activities. In winter it is important that children wear gloves and hats to keep warm.

On snowy days, boots will help to keep children's feet dry.

Children are requested to wear hats for outdoor activities only. They are not to be worn in the classroom.

Children are encouraged to wear safe shoes everyday. "Flip-flop" sandals are not considered safe shoes and should not be worn by students.

We expect all children to dress in a manner that is appropriate and respectful to others. Some examples of clothing that is considered inappropriate include:

- pants worn well below the waist;
- t-shirts or shirts with inappropriate slogans or pictures;
- (for older students) short-shorts;
- hats (unless it is a special day).

For safety reasons, it is important that children wear sneakers for gym class. Children wearing open toe shoes (sandals), heels (including cowboy boots), and shoes with open backs (like clogs) will not be allowed to participate in PE class. Please see that your child wears appropriate footwear on PE day so that he or she can participate fully in the physical education program.

#### **4.11 STUDENT RECORDS**

- While students are enrolled at RMMS, a permanent record is kept for that child. The LEARN policy #5125 provides specific information regarding responsibilities for and access to student records.
- Once a parent/guardian decides to remove their child from the RMMS school program, they need to sign a “release of records” form to allow RMMS to send the school records to a receiving school.
- Once a signed “release of records” form has been received from the receiving school by RMMS, the student’s original school record will be sent to the school.
- A copy of the student’s school records are not kept by RMMS. Once the files are sent and signed off, they are “owned” by the new school. If parents contact us for information or change their minds regarding the school after the files have been delivered, they have to contact the school to which the files have been delivered.

## **5. TRAVEL BEFORE, DURING AND AFTER SCHOOL**

### **5.1 Field Trips**

Field trips are enrichment programs that are an essential part of the curriculum and are scheduled throughout the school year.

Permission slips to cover all walking field trips are sent out with registration information. Additional permission slips will be sent out to cover each educational and cultural trip that utilizes bus transportation. Please return these slips promptly to ensure that your child can participate in these experiences. If not, your child will remain at school.

Students are usually charged a field trip fee to cover the cost of admission to special programs and bus transportation. Though the fees are necessary to make the field trips possible, they are not intended to exclude anyone. Often parents are asked to make additional field trip donations to make possible scholarship monies for those students in need.

Parents may be asked to serve as chaperones on field trips. Only a specified number of parents can be taken on trips. When a parent attends as a chaperone, they are not to bring other siblings along. Parents who are not selected to attend should not show up at the field trip location and expect to join the trip. Court cases involving insurance coverage have held schools responsible for additional attendees on field trips even when the school did not authorize the additional persons. We cannot risk losing our insurance coverage by adding unauthorized participants on our trips. Unless it is an emergency, parents should not go to the field trip destination to pick up their child.

Students should not be dropped off at the field trip location unless specific arrangements have been made with the teacher or administration staff. Thank you for your cooperation and understanding.

### **5.2 Bus Discipline**

Safe conduct on the bus is required so that the driver can concentrate on driving. Major incidents of bus misbehavior will be reported to the school by the bus drivers. An administrator or designee speaks with the child, and then calls the



parent/caregiver to make them aware of the situation and to discuss consequences. The consequences include verbal warnings, assigned seating, and bus suspension.

If a parent/caregiver is concerned about bus behavior, the school should be contacted through Ms. Allison, our behavior specialist. At times, if children on a bus require assigned seats, parents will be notified regarding the arrangement. For safety reasons, food and drinks are not allowed to be consumed on the bus.

## 6. HEALTH PROCEDURES

### 6.1 Health Room Guidelines

All parents/caregivers who come to the school to visit the Health Room will need to do the following:

- Sign in at the front desk and receive a Health Room Visitor pass
- Wait at the front lobby area until the front desk receptionist calls the Nurse in the Health Room to see if/when they are available to meet with the parent/caregiver. This includes when a sick child is being picked up from school.
- The parent/caregiver returns the Health Room Visitor pass to the reception desk on their way out.

The health of a child is a cooperative effort of home and school. It is necessary for the home to see that each child has a good night's rest and a good breakfast before coming to school. Children should be sent to school clean. Hygiene and good self-care habits are important for good health. A child with a severe cold, fever, sore throat, vomiting, rash, head lice, eye infection or any other symptom of a contagious disease should be kept home. If a child is well enough to return to school, he/she should be able to participate in all activities. A child will not be kept in from recess unless there is a note from the doctor. If a child is permitted to come to school on a doctor's recommendation with crutches, cast, etc., there should be a letter from the doctor giving limitations, if any, and any changes in transportation procedures from parents for going home.

Children who are sent home from school with a fever or vomiting should not return to school until the child is free of fever or vomiting for 24 hours. Children who have had head lice or scabies must be checked by the nurse before readmission. Children with impetigo, bacterial infections of the eye, or streptococcal infections may return to school 24 hours after antibiotic therapy has begun. This policy is two-fold: A child recovering from an illness has a weakened resistance and is

susceptible to other illnesses, and it is to protect other students from any lingering illness your child may have. A note from a physician stating the child is free from communicable diseases will be accepted in all cases.

If your child is to be given medication at school, state law requires a permission form signed by the doctor and the parent. This permission form and the medication must be given to the director or nurse. Forms are available in the nurse's office. Children are not allowed to carry medication to school to take on their own (e.g. aspirin, throat lozenges). Parents are welcome to come to school to give a dose of medicine.

Several routine health screenings are given to each child during the school year. These include hearing, vision, and postural screenings. Should your child need further examination by a professional, the parent/caregiver will be notified by the school nurse.

#### *a. Immunizations:*

All students entering the school system **must have up-to-date immunizations** for polio, rubella, measles, DPT, mumps and Hepatitis B, as well as a hematocrit test. A physical examination is required prior to admitting new students entering kindergarten or coming from out of state.

#### *b. Chronic Diseases:*

It is the responsibility of the parents of children with chronic conditions to report such conditions to the nurse or administrator. School personnel shall abide by the instructions of the private physician and Health Care Plan written by the LEARN nurse.

#### *c. Children Wearing Glasses:*

It is of utmost importance that each child take the responsibility of seeing that his/her glasses are brought to school every day. Otherwise a day of learning is lost. Safety glasses are encouraged for sports activities.

### 6.2 Health Emergencies

If a child becomes ill and needs to go home, parents/caregivers will be notified. It is the parent's responsibility to come and get the child. If this is impossible, arrangements should be made with an authorized person to do so. Only in extreme cases will the school provide transportation home for the sick child. Please make sure your emergency contacts and numbers are kept current.

### 6.3 Allergy Guidelines

Regional Multicultural Magnet School Students with Special Health Care Needs (Adopted January 2014)  
The Regional Multicultural Magnet School recognizes that allergies may be life threatening. For this reason, our school is committed to developing strategies and practices to minimize the risk of accidental exposure to allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while under school supervision. We further recognize the importance of collaborating with parents and appropriate medical staff in developing such practices and encouraging strategies to enable the student to become increasingly proactive in the care and management of his/her allergy, as developmentally appropriate. We have adopted the following administrative regulations related to the management of life threatening allergies for students enrolled in our school. It is recognized, however, that the school cannot guarantee the elimination of allergens from the school environment. While this plan focuses on life-threatening allergies, treatment of serious allergic reactions and/or anaphylaxis will be managed via individual health care plans (IHCP) whether caused by food, insect sting, latex or is exercise induced.

#### Overview

In severe allergic cases, consuming a food, being stung by an insect or exposed to the allergen to which one is allergic can cause a life-threatening reaction called anaphylaxis - a systemic allergic reaction that can be severe and sometimes fatal. The first signs of anaphylaxis may be a feeling of warmth, flushing, tingling in the mouth or a red, itchy rash. Reactions usually begin within minutes of exposure, but may be delayed. Sometimes symptoms resolve, only to recur or progress a few hours later. Without immediate treatment, anaphylaxis may cause death.

Prevention is essential in managing life-threatening allergies, but be prepared for emergencies. Anaphylactic reactions caused by food allergies can be potentially life-threatening. Those who have experienced an anaphylactic reaction to a food must strictly avoid that food. Students need to know how to use (age appropriate) injectable epinephrine and antihistamines to treat reactions due to accidental ingestion. Call 911 if EpiPen is administered or emergency situation exists.

#### Symptoms of Anaphylaxis

Symptoms of anaphylaxis can be reversed by treatment with injectable epinephrine, antihistamines and other emergency measures. Anaphylaxis is a "systemic reaction," which means that various parts of the body are affected that are a distance from the allergen's initial entry site (e.g., a sting site for insects or the stomach for foods). Symptoms of anaphylaxis can vary from mild to severe and are potentially deadly.

Here is a list of possible symptoms that may occur alone or in any combination:

Skin: hives, swelling, itch, warmth, redness, rash

Breathing: wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion/hay fever-like symptoms, trouble swallowing

Stomach: nausea, pain/cramps, vomiting, diarrhea, itchy mouth/throat

Circulation: pale/blue color, poor pulse, passing-out, dizzy/lightheaded, low blood pressure, shock

Other: anxiety, feeling of "impending doom," itchy/watery eyes, headache, cramping of the uterus, itchy/red eyes

#### Substances That May Trigger Reactions

Foods: Essentially any food can trigger an allergic reaction, but some of the most common ones that cause severe anaphylaxis are: peanuts, nuts from trees (e.g., walnut, cashew, Brazil nut), shellfish, fish, milk, soy, wheat and eggs. Food additives such as sulfites can also sometimes trigger anaphylactoid reactions.

Stinging insects: The venom of stinging insects such as yellow jackets, honeybees, paper wasps, hornets and fire ants cause discomfort for most people who are stung. However, reactions can be severe and even deadly for people with allergies to these venoms.

Medications: Virtually any medication can trigger an allergic reaction. Common categories of drugs that cause anaphylaxis are antibiotics and anti-seizure medicines.

Latex: Some products made from natural latex (from the rubber tree) contain allergens that can trigger reactions in sensitive individuals.

Exercise: Although rare, exercise can also trigger anaphylaxis. Oddly enough, it does not occur after every exercise session and in some cases, only occurs after eating certain foods before exercise.

Other: Anaphylaxis has rarely been associated with exposure to seminal fluid, hormones and exposure to extreme temperatures. When no cause is found and the reaction is definitely anaphylaxis, it is termed idiopathic anaphylaxis.

If a student begins experiencing severe allergy symptoms, immediately implement the student's Emergency Care Plan. The sooner the reaction is treated, the less severe it is likely to become.

*Prevention - Strategies to Minimize the Student's Risk for Exposure*

## 1. Classrooms

- Designate classrooms that have students with life threatening allergies as Allergy Avoidance Zones.
- Allergy Avoidance Zones are rooms that should not have any of the identified allergens brought into the classroom. This includes any items brought in from home for snack or lunch. Sign: NO \_\_\_\_\_ ALLOWED IN THIS ROOM
- Allergy Awareness Zones are rooms that are used frequently by all students, including those with life threatening allergies, including the gym, library, art room, computer lab and music room and may also include common classrooms for students. Sign: PLEASE BE AWARE THAT STUDENTS WITH ALLERGIES USE THIS SPACE.
- Allergy Awareness Zones and Allergy Avoidance Zones will be identified by specific signage.
- Allergy Awareness and Avoidance Zones apply to all members of the community, adults as well as children. This also applies to before and after school programs and activities (e.g. Magnet Kingdom and After-school language)
- Use non-food items as incentives, rewards or in connection with celebrations.
- Encourage hand washing as often as reasonable throughout the day.
- Carefully monitor identified children, especially in the younger grades.
- Encourage students not to exchange food or utensils with other students.

## 2. Communication to Parents/caregivers

- Letter to all parents (and on website) at the beginning of the school year (or part of the summer mailing)
- Classroom specific letter regarding allergy avoidance rooms
- In some cases, parents may request that the allergic reaction inducing item not be restricted from the classroom but parents of students be made aware that there is a child with a specific allergy (e.g. eggs, soy) who is in the class so that parents can talk to their child about this allergy and how to be sensitive and helpful to a child with this type of allergy. There will be no notation on the classroom door in this case.

## 3. Steps for teachers to support their classrooms being allergy avoidance zones

- Staff to support the allergy avoidance zone in their classroom by educating students and families about allergies and potential life threatening reactions.

- If a student has an identified life threatening allergen or a staff member perceives one to be an identified item to the classroom, the item will be removed and the teacher should either remind the child (depending on the grade level), contact the parent or email administration and school nurse, who will then follow up with the parent.

## 4. Cafeteria

- Identify a peanut/tree nut free table as an allergy avoidance zone and the cafeteria is an allergy awareness zone.
- Allergen free classes, wherever possible, will be assigned to tables adjacent to peanut/tree nut table.
- Instruct food personnel about necessary measures required to prevent cross contamination during food handling, preparation and serving of food.
- Discourage students from swapping food at lunch or other snack/meal times.
- We will follow OSHA standards for cleaning and sanitation purposes.

## **Individualized Health Care Plans and Emergency Care Plans**

- If the district determines that a child has a life-threatening food allergy or special health care need, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs while fostering normal development of the child.
- The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
- IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self care and age appropriate independence; and the responsibilities of parents, school nurse and other identified school personnel. The IHCP may also include strategies to minimize the student's risk for exposure. For the student with glycogen storage disease, the IHCP may include strategies designed to ameliorate the risk of such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
  - ✓ classroom environment, including allergy free

- considerations;
- ✓ cafeteria safety;
- ✓ participation in school nutrition programs;
- ✓ snacks, birthdays and other celebrations;
- ✓ alternatives to food rewards or incentives;
- ✓ hand-washing;
- ✓ location of emergency medication;
- ✓ risk management during lunch and recess times
- ✓ special events
- ✓ field trips
- ✓ extracurricular activities
- ✓ school transportation;
- ✓ the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
- ✓ staff notification; and
- ✓ transitions to new classrooms, grades and/or buildings.

- The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

- For a student with glycogen storage disease, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with glycogen storage disease on school grounds during the school day.

- **Emergency Care Plan for child with life threatening food allergy.** In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

- ✓ The child's name and other identifying information, such as date of birth, and grade;
- ✓ The child's specific allergy;
- ✓ The child's signs and symptoms of an allergic reaction;
- ✓ The medication, if any, or other treatment to be administered in the event of exposure;
- ✓ The location and storage of the medication;
- ✓ Who will administer the medication (including self-administration options, as appropriate);
- ✓ Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- ✓ Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
- ✓ Emergency contact information for the

parents/family and medical provider(s).

- **Emergency Care Plan for child with glycogen storage disease.** In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having glycogen storage disease. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with glycogen storage disease, the ECP should include the following information:

- ✓ The child's name and other identifying information, such as date of birth, grade and photo;
- ✓ Information pertaining to the child's condition;
- ✓ The child's signs and symptoms of a diabetic emergency;
- ✓ The medication, if any, or other treatment to be administered in the event of same;
- ✓ The location and storage of the medication;
- ✓ Who will administer the medication (including self-administration options, as appropriate);
- ✓ Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- ✓ Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and ix. Emergency contact information for the parents/family and medical provider.

- In developing the ECP, the school nurse should obtain current health information from the parents/family and the student's health care provider, including the student's emergency plan and all medication orders. The school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.

- A student identified as having a life-threatening food allergy or glycogen storage disease is entitled to an IHCP and an ECP, regardless of his/her status as a child with as disability, as that term is understood under 504, or the IDEA.
- The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medication to students.
- Whenever appropriate, a student with a life-threatening food allergy and/or glycogen storage disease should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a disability that substantially limits a major life activity, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or glycogen storage disease should be referred to a PPT for consideration of eligibility for special

education and related services if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.

- When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis, in accordance with applicable state and federal requirements as they may be amended from time to time.

#### **6.4 School Based Health Center**

Child & Family Agency of Southeastern CT operates a School Based Health Center at RMMS. The goal of this program is to provide accessible preventive health care for all children.

Services include:

- physical examinations
- immunizations
- diagnosis/treatment of minor illnesses & injuries
- individual and group counseling
- social skills development
- referrals to health and mental health services in the community

All children MUST have written parental permission to participate in the School Based Health Center. Permission forms are available in the school office.

### **7. SCHOOL CULTURE**

#### **7.1 Special Days**

As a means of learning about the culture of each family of the school, Special Days are scheduled. Each child is given a special time. During this time the child and his/her family can be a part of the class and help everyone better understand their culture and who they are as a family. This provides the opportunity for each of us to learn about and celebrate our extended RMMS family. You will receive more information from your child's teacher on how to prepare for it.

The focus of Special Days at each of the levels is as follows:

##### **K/1 Family Tradition/Cultural Day**

Family Tradition/Cultural Days is an important part of our K/1 multicultural curriculum. They allow each child the opportunity to help others understand that we each have a culture and as part of this culture our traditions and memories are important to us. The child should prepare, practice and present as much of their Family Tradition/Cultural Day as

possible.

#### **2/3 Special Days**

The 2/3 Special Days connect some aspect of the child's life to that of the larger world being studied in the curriculum such as food, environment, history and geography. The individual's special day focus varies within each classroom at this level.

#### **4/5 Special Days**

4th grade curriculum revolves around shifting the focus from "self and family" to an extension beyond the RMMS community and making connections of "self, family, community and world" through being part of a service project. This directly supports our mission of becoming compassionate learners and agents for change while promoting a "sense of place" and relationship to the world.

5th grade curriculum involves a cumulative demonstration of K--5 learning through individual student reflections of what they have learned and what they are taking with them from their multicultural Magnet School experience. The personal sharing of this reflection is part of the Moving On Ceremony at the end of the fifth grade year.

#### **7.2 Birthday Policy**

At RMMS we do not celebrate birthdays. Thus, parents should not send snacks, party supplies, or invitations to school. Class Lists can be used by parents to send invitations home. If birthday items come to school, the teacher will return the items home with the student.

Teachers and peers may certainly acknowledge a child's birthday by wishing the child a happy birthday.

#### **7.3 Holiday Observances and Respecting Diversity**

It is part of the mission of RMMS to give respect to the holiday observances of different cultures. If your child will be absent from school for a religious or cultural observance, please notify the classroom teacher in advance in writing.

We do not celebrate specific have classroom parties or have classroom holiday parties. Neither do we dress up for Halloween or distribute Valentine's Day cards. However, it is acceptable for the RMMS community to extend greetings to each other during holiday times.

Holidays can promote positive cultural identity, appreciation of other lifestyles, awareness of the larger society, and positive social interactions among children.

At RMMS we explore many holidays as part of our study of cultures. These explorations are student/family generated or tied to the curriculum. Holidays will be presented as part of a comprehensive world-view. Holiday studies as part of our multicultural focus will be historically accurate and developmentally appropriate.

Differences in how each family celebrates holidays will be part of ongoing classroom discussion.

Recognition will be made that all people do not celebrate all holidays. Activities will help children identify and think critically about various stereotypes of holiday customs. Parents should discuss with their child's teacher any specific concerns or expectations for their child early in the school year.

#### 7.4 Patriotic Issues

Early in the school year, teachers will explain the words and the history of the pledge of allegiance and appropriate behavior during flag salute. Each morning before Morning Meeting, the student will choose or not choose to salute the flag (based on parental response to the flag salute option on the RMMS Registration Permission Form). Someone (teacher or student) will direct the flag salute in one area of the room. Non-participating students will be silent during the pledge.

Patriotic songs may be taught and sung in music class in association with historical units in line with the curriculum. Classroom teachers will collaborate with the music teacher in regard to parental concerns.

National holidays: Martin Luther King Day, President's Day, Memorial Day, Labor Day, Flag Day, Independence Day, Columbus Day, and Thanksgiving Day will be taught with historical accuracy.

#### 7.5 Silent Meditation

The 1995 Connecticut Education Laws Sec. 1016A. Silent Meditation, states as follows: Each local or regional board of education shall provide opportunity at the start of each day to allow those students and teachers who wish to do so, the

opportunity to observe such time in silent meditation. The Regional Multicultural Magnet School complies with this law. Teachers will discuss with students what they might do with this time.

#### 7.6 WHAT NOT TO BRING TO SCHOOL

- Collecting cards (e.g. sports/Pokemon cards)
- Electronic games/devices
- Laser pens

It has been found that the use of these items in school can cause distractions and issues between students. These items will be confiscated from the child, and parent will need to contact the school to retrieve the item.

### 8. 8. WELLNESS AND NUTRITION

The Connecticut State Board of Education believes that children's health is essential to their success in school. Research studies over the past decade have consistently concluded that student health status and school achievement are directly connected and, in fact, that student health is one of the most significant influences on learning and achievement. Healthy eating and regular physical activity are essential components of a healthy lifestyle. Well-planned and effectively implemented nutrition and physical activity programs have been shown to enhance students' overall health, behavior and academic achievement. A focus on wellness and nutrition is included in our Compact.

#### 8.1 Development of Guidelines

At RMMS, we are continuing to look at our current practices regarding Wellness and Nutrition in order to develop guidelines that will meet our goal as a school to enhance students' health, behavior and academic achievement. These guidelines are listed below. While these are still a work in process, there are some new guidelines that the Nutrition Committee has recommended and will be implemented this school year. The new guidelines and other pertinent information are noted in bold.

Guidelines for food as part of classroom activities/events and food as rewards.

**Any food served as part of a classroom activity needs to follow the state nutritional guidelines.**

**Food should not be given as a reward for at RMMS.**

School lunch/breakfast program – exploration and options.

The following items should not be sent to school as part of a child's snack/lunch:

- Carbonated soft drinks (soda)
- Candy

**Students will not be allowed to consume these items at school. Parents will be contacted to send in alternative items.**

Guidelines for snacks and cooking during the MK program.

Any food served as part of a classroom activity needs to follow the state nutritional guidelines

Food allergy guidelines and protocol at RMMS. Food allergy guidelines are already established based on individual student needs through the health care plan.

A "no food or utensil sharing" policy will be posted and encouraged.

An allergen-free table is available in the cafeteria.

## 8.2 School Nutrition - Snacks

It is important that as a school we take steps to insure that we are doing everything we can to support healthy nutrition for our students. This year, there are two ways that parents/caregivers can help out greatly with promoting good eating habits of our students.

**1. Food students bring into school for snacks.** Eating nutritional food is a habit that we are all responsible for helping children develop. Please do the following:

- Have your child pack a healthy snack for school. Talk to your child about healthy food. It is one of the best investments you can make for your child's life.

**2. Food treats parents/caregivers bring in for "Family Tradition Days".** An important part of the multicultural nature of our program are the Family Tradition Days throughout the year. Each child gets an opportunity to share his/her family traditions with the rest of the class. A part of the family tradition days includes sharing of a "traditional" food that the family eats. This year we are asking that parents/caregivers focus on bringing in and sharing only "healthy" foods. This helps in two ways:

- Supports our school-wide focus on promoting healthy nutritional eating habits for our students.
- Shows a sensitivity to all of the other families of students in the class. Some parents may have a strong focus on their child eating only healthy food. It puts them in an unfair situation if a parent of another child brings in a

high sugar treat as part of a family tradition day.

**More information on guidelines developed by the Connecticut State Department of Education regarding healthy and unhealthy foods is available at <http://www.ct.gov/sde/healthyconnection>**

## 9. RECESS

Each day, weather permitting, we take students outside for recess. Students are taken to the playscape and to several city parks. We believe that students need outdoor activity as part of our social and physical education program. Thus, unless it is raining or extremely cold we will be outside. Please dress your child appropriately. If you believe there is a medical reason why your child should not be going outside, we will need a note from the doctor, which we will be glad to honor.

Recess is an important part of life. No matter how old we are, we all like to play. We begin recess by teaching students how to play a variety of games which are fun and do not require fierce competition. Games relate to life skills of working well with others and having fun. During recess we conduct a number of structured play activities with clear rules and expectations. These are taught to all students; but students will have choices about what they wish to play. Students will also have opportunities for open play that might include jumping rope, hop scotch or just hanging out.

For play to be fun and safe, some common expectations are set for all. If a student cannot abide by these expectations, then they temporarily lose their privilege to go to recess. Because recess is important to a child's physical and social development, a child should only lose the opportunity for participating in recess as a logical consequence of inappropriate or unsafe behavior. The rules of recess are the same as they are throughout the school day. We expect everyone to be safe and to treat each other with respect. Students should develop healthy lifestyles that incorporate physical activity in their daily practice as a positive and rewarding experience. To encourage this positive life skill, RMMS does not permit withholding recess or using exercise as punishment but should instead develop alternative practices for promoting appropriate behavior. Opportunities for physical activity are not to be withheld as a consequence of incomplete school assignments.

## 10. RESPONSIVE CLASSROOM

Responsive Classroom is a very important part of the everyday life of RMMS. Responsive Classroom is intended to help our entire school community establish and live in a manner, which supports respectful behavior. This belief, which is often called the Golden Rule, is a major belief of almost all cultures of the world. We believe that this helps all of us create a respectful model for our own behavior and establish an environment, which supports this practice in our community. This belief system guides our rules and consequences.

Responsive Classroom includes thoughtful classroom organization, Morning Meeting, Rules and Logical Consequences, Guided Discovery and Academic Choice, Assessment, Recess and Reporting to Parents.

### 10.1 Morning Meeting

Morning Meeting takes place in each classroom every morning between 8:55 and 9:25 AM. There is an established format of the meetings, which includes a greeting, sharing, group activity, and news and announcements. Visitors are welcome. Please refer to visitation policy 13.5. Morning meeting develops a community in the classroom. This helps everyone feel ownership in the decisions that are made by the community. Morning meeting gives students an opportunity to:

- understand and practice ways of expressing their own opinions in a respectful manner
- become good listeners
- engage in problem-solving
- recognize the value of each individual in the group
- honor what others share and what is unique about each of them
- feel good about themselves
- increase their personal confidence and ability to present their thinking to a group

These are important life long skills that must be taught. Society today offers children fewer and fewer opportunities to learn these practices in other areas of their lives. To be positive contributors to society and for themselves, all must understand and practice these skills.

### 10.2 Guided Discovery and Academic Choice

The process of helping students understand the appropriate use and care of materials and acceptable behavior in classroom areas is called Guided Discovery. If we take a computer as an example, rather than just telling students the rules of computer use, we begin a discussion about what we can do on a computer and why we would use it in the ways described. We then look at some of those ideas and begin to talk about how to make them happen. We also talk about problems that might occur. From this discussion we generate a list of guidelines about using the computer. We also talk about how to handle problems that might occur if a rule is not followed. Everyone is asked to commit to following those guidelines and procedures - sometimes this is done with a signed agreement among all. Guided Discovery is also used with smaller, more ordinary items (e.g. pencils, crayons, etc.) The goals of guided discovery are to help students understand and respect the materials we use and to recognize our responsibility to the school, our class, and each other.

Academic choice activities are provided to students throughout the year. Students are sometimes given a variety of ways of demonstrating their learning. Academic Choice is also taught so students will understand the process of making a choice when they are presented with learning opportunities.

### 10.3 Rules and Logical Consequences

Students also have a variety of learning experiences throughout their day, week, and year, which foster positive behavior skills, and problem solving strategies. We concentrate our instruction in these areas during the first six weeks of school. During these six weeks students develop their classroom rules. We work to understand those rules and determine what behavior is required of each of us in following those rules. These behaviors are then clarified for use in classrooms, cafeteria, hallways, playground, parks, gym, buses, etc. Not only do students understand the rules and expectations, they also learn what happens when they have trouble meeting an expected behavior standard.

RMMS rules set an expectation that everyone will behave safely, help everyone learn, exhibit respect for all belongings and school property, and listen to all adults.



Our school rules guide all that we do. We are a community and we:

- Take care of ourselves;
- Take care of others;
- Take care of our environment; and
- Take care of our learning

In order to help all students and adults operate as consistently as possible, we have common understandings of what we do to help students modify their behavior. This is established through a program of logical consequences. These consequences are designed to occur in a manner that is empathetic to children and allows them to maintain their dignity. They also help to preserve the dignity of the classroom. What is required of the child is determined by the type of problem.

These guidelines are:

- “You break it, you fix it”
- “If you break a contract or create a loss of trust, you forfeit certain rights”
- “If you need to have a time out, you forfeit participation”

In all instances students are assisted to carry out an apology of action.

#### **10.4 Take-A-Break**

Time out is used to help students have an opportunity to reflect, recover and return. When a student is directed to take-a-break or chooses to take-a-break, it is intended to allow the child some time to: reflect on what they did which was a problem, recover from the emotional state which was a problem, return ready to be part of the class.

If a student is having a problem following a rule, he/she will be given a reminder. If the reminder does not help redirect the behavior, then the student will be directed to take some time separate from the group to reconsider his/her behavior and decide how he/she will solve the problem upon return. The student will sit in a specified location in the classroom for a short period of time to reflect on these issues.

If a student returns to a group and again has problems with his/her behavior, the student will be sent to take-a-break in another classroom, designated their class’ “buddy room.” This is usually for a little longer period than the first time out and is in another part of the building. The student is escorted to the “buddy room,” where the student sits alone and again has a chance to

reconsider his/her behavior and to decide what he/she is going to change upon reentering the classroom. When the student returns to the classroom or shortly after he/she returns, the teacher and student will confer to determine what the student is going to do differently. The student must take responsibility for the problem and have a plan of action to prevent another incident. If the student returns to the class and encounters another problem, the office will be called, and an adult will come to the classroom to remove the child. The child will go the Recovery Room to work out a solution. An action plan will be developed.

Parents are usually called at this point.

If an incident of significant misbehavior occurs, a student will be sent directly to an administrator without prior steps taking place. Some examples of this would be:

- punching or hitting or other inappropriate physical contact
- using racially inappropriate language, gestures, etc.
- using harassing language
- being purposely disrespectful
- severe intentional misbehavior

When a student is having a problem behavior which does not respond to the normal steps, school personnel, the child, and family will meet together to set some immediate and long range behavior goals, develop a plan of implementation and evaluation of success, and get commitment from everyone to proceed with the plan.

#### **10.5 Recovery Room**

A behavior specialist, located in the Recovery Room, assists students in dealing with behavioral issues. The Recovery Room is a place for students to recover their composure to return to class. Students can be sent to the Recovery Room by any teacher when routine measures fail or when a student’s behavior is escalating very quickly. An adult escorts students to the Recovery Room. There, students focus on addressing their behavioral issues. They must develop a plan to reenter the classroom.

## 11 SIGNIFICANT BEHAVIORAL ISSUES

### 11.1 In-School Suspension

For significant behavioral issues, an administrator can assign an In-School Suspension. Students on In-School Suspension will complete the work for the day in a separate setting. They do not attend lunch, specials or other activities with their classmates. The parent and student will need to have a meeting with an administrator before the child may reenter the classroom. As a result of that meeting, the administrator will determine if the student is ready for reentry.

Police: If the police need to be called, an administrator will do so.

### 11.2 Out-of-School Suspension

For significant behavioral issues, an administrator can assign an Out-of-School Suspension. In which student will not attend school for a period of up to 10 days; schoolwork will be sent home. The parent and the student will need to have a meeting with an administrator before the child may reenter the classroom. As a result of that meeting, the administrator will determine if the student is ready for reentry.

Police: If the police need to be called, an administrator will do so.

### 11.3 Bus Suspension

See 5.2, Pg. 13. For significant behavioral issues on the bus, a Bus Suspension may be assigned to a student for a period of days, which would mean parents/caregivers would need to arrange transportation to and from school.

### 11.4 Drug Discovery

If a student has an item that appears to be drugs or drug related, an administrator will immediately be brought into the situation. Suspected items will be handled with care. Police will be notified. Questioning of the student by police will be done in the presence of a staff member. If the police remove a child from the school, a staff member will accompany the child. The family will be notified by school personnel or the police who may also notify DCF. A determination will be made if a suspension is warranted. If so, parent and child will need to attend a meeting with the administrator for reentry.

### 11.5 Dangerous Weapons in School

It is a violation of school policy and the law for a student to have any form of dangerous weapon on school property or at a school event. Weapons and dangerous instruments shall include but not be limited to:

- Firearm of any description
- Any knife or similar item
- Chemical or explosive devices or weapons
- Any device having a sharp point
- Any other dangerous instrument that is capable of inflicting injury.

Upon discovery of any dangerous instrument, the administrator and police will determine the appropriate course of action. Parents will be notified. DCF may be notified. A suspension will occur. The child and parent will meet with the administrator for reentry purposes.

## 12 CURRICULUM

The RMMS Curriculum is designed to reflect the Common Core State Standards established by the Connecticut State Department of Education. Our teachers are trained in understanding these standards and how to deliver them through our curriculum.

### 12.1 Assessment and Reporting to Parents

In Responsive Classrooms, we work to make our student assessment and reporting to parents as meaningful as we can. Teachers meet with parents and children prior to the opening of school to set goals for the year and to establish ways to assess those goals.

Reporting to parents is done at two conferences, one in November and one in March. Families are expected to attend these meetings. A written progress report is sent home with students in January and June.

### 12.2 Promotion, Acceleration & Retention

Promotion, acceleration, and retention of a student to a particular grade shall always be made in the best interest of the student.

Teachers shall recommend promotion or non-promotion of pupils. Administrators shall review a recommendation and after consultation with the parent, make a decision on placement for the child. In case of a student who receives special education

services, decisions would be based on PPT recommendations.

Promotion, acceleration, and retention in the elementary school shall be based on the following:

- The achievement of the student in the present grade.
- The ability of the child to do work in the succeeding grade.
- Recommendations and information provided by the professional staff.
- Input from the parent/caregiver.
- Other data relevant to the decision.

These decisions will be made at a meeting of school administration, the parents, classroom teachers and other support staff who work directly with the child.

### **12.3 Child Study team process**

The Child Study Team Process (CST) helps staff and parents focus on students who may be struggling with academic or behavioral progress during the school year.

In the classroom, teachers strive to meet the individual needs of students by providing different approaches and expectations based on the child's needs. This is called differentiation as part of Tier 1 instruction. When it appears that even with the teacher providing additional help or interventions your child is struggling, the teacher will initiate the child study team process.

If a child is being referred for a Child Study Team meeting, your child's teacher will contact you by telephone or talk to you in person about the concerns and let you know that a meeting has been scheduled. You will also receive communication from the school to let you know about the meeting and when it will take place. It is very important that the parent or caregiver attends the meeting as you are a very important part of helping your child be successful at school.

In addition to the teacher and parent, the meeting is attended by an educator who facilitates the meeting and possibly other staff who may have some input to share regarding how to help your child be more successful.

Parents and staff who are attending discuss progress and any concerns and develop a plan to help your child be more successful in some areas. The plan will usually have some additional

support the teacher might provide and have some responsibilities for the parent to provide for his/her child (examples: additional help at home learning math facts, reading to the child). At the end of the meeting it is decided when to meet again in order to review progress and decide on next steps.

### **12.4 Special Services**

At RMMS, staff collaborate with partner districts, community resources and parents in order to provide appropriate high quality services to students identified as needing specialized instruction based on an identified disability. A range of services are provided depending upon the needs of the students. Programs are provided in the least restrictive environment with a goal of maximum inclusion in the general education setting. Parents are valued partners in this process and are encouraged to attend all meetings and participate fully in the development and implementation of the students' Individualized Education Plan to help them reach their personal best.

#### **Planning and Placement Team (PPT) Process**

The purpose of conducting a PPT meeting is to determine if a child is eligible for direct services through special education resources, school social work or other related services.

Procedure:

- Child is identified as possibly needing special education and/or related services.
- Child is evaluated in all areas related to his/her areas of concern.
- Eligibility is decided by a group of qualified professionals and the parents. Parents may ask for a hearing to challenge the decision made by the team. \*
- If a child is found to be eligible for services the team will write an Individualized Education Program (IEP). The child's local school board of education is responsible for the PPT and any costs of services that may be recommended.
- Services are provided. The school makes sure that the child's IEP is being carried out as it was written. Parents are provided with a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities as related to the IEP. This includes accommodations, modifications, and support that must be provided to the child.
- Progress is measured and reported to parents. These reports are given to parents three times a year along with regular classroom progress

reports.

The child's IEP is reviewed by the team including parents at least once a year, or more often if the parents or school feel it is warranted. If necessary the IEP may be revised more than once a year at these meetings.

- At least every three years a child who receives services must be reevaluated. This is often called a triennial. Its purpose is to determine if the child continues to be eligible for services.

\* For a complete list of Parental Safeguards go to: [www.state.ct.us/sde](http://www.state.ct.us/sde)

### Section 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

To be covered under Section 504, a student must be "qualified" as having a disability that impedes a major life activity. An impairment as used in Section 504 may include any disability, long-term illness, or various disorder that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of a learning-, behavior- or health-related condition.

If you have further questions about Special Services or Section 504, please call RMMS 860-437-7775 and contact:

**Susan Iwanicki, Principal: ext. 7367**

### 12.5 After-School and Summer Programs

These are intended to provide additional support as well as enrichment experiences. Students who are interested in being part of these programs, but who need transportation home from the activity, should inform the program directors.

## 13 MEDIA AND TECHNOLOGY

### 13.1 Library Media Center

The RMMS Library Media Center collection consists of a diverse collection of materials including multicultural and bilingual books, big books, Literacy 2000 books, audio books and educational videos. The collection supports all areas of the curriculum. The school library media staff, in collaboration with classroom teachers, invites students to enjoy the Media Center's resources. Students are encouraged to check out these resources for both research and pleasure. All parents and caregivers are welcome to visit the Media Center during school hours and are encouraged to volunteer.

### 13.2 Technology Availability

Classrooms are equipped with desktop and/or laptop computers, which are available for student use. Students also have access to laptop carts and computers in the technology lab. It is expected that all students will demonstrate computer proficiency.

### 13.3 Acceptable Use Policy for Using Computers, the Network and Internet

The Regional Multicultural Magnet School offers students access to electronic devices, a network and the Internet. Students save their files to the RMMS network folders. There are valuable educational benefits and opportunities available from Internet use.

#### a. Expectations:

- Access to the Internet enables students to conduct research and access educational sites.
- Students are responsible for appropriate digital behavior when using the school's network and Internet. It is expected that users will comply with school standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources.

#### b. Regulations:

- Privacy – Network storage areas, such as classroom and student folders, are subject to review to ensure the students are using them responsibly. Students should only go into their own folders to access their work. Students should not intrude into, delete or change other people's files. Download and search history is recorded on the devices when a student is using a school machine for school work related Internet research.

- Illegal copying - Students should never download or install any commercial software onto the school devices. Students should not copy and paste other people's work directly to their own work.
- Inappropriate materials or language - Profane, abusive or impolite language should not be used to communicate nor should materials be accessed which are not in line with the rules of responsible, moral and ethical digital behavior. The students are advised not to view, send or access materials, which they would not want their teachers or parents to see. If students encounter such material by accident, they should report it to their teacher immediately.

**c. Basic Guidelines Summary:**

These are guidelines to follow to prevent the loss of technology privileges at school:

- While using the devices, respect other people and their work.
- Take good care and consideration of the any electronic device and accessory.
- Students are not allowed to download or install any software on the RMMS devices.
- Follow copyright laws. (Don't copy someone else's work and claim as your own.)
- If an offensive message or picture is encountered, immediately report the incident to an adult.
- Access only your own folder, work and files.

BE PREPARED to be held accountable for your actions and for the loss of technology privileges if the rules of the Acceptable Use Policy are violated.

**14 FAMILY PARTNERSHIP AND ADVOCACY**

As a school community and culture, partnership with families is embedded in all that we do. We truly believe that each child belongs to all of us and it takes a whole village to raise each child. Every staff member at the Regional Multicultural Magnet School is an advocate for your child.

RMMS is committed to:

- Open lines of communication with families
- Contact with parents/caregivers on a regular basis
- Contact with parents/caregivers as soon as there is a problem
- Involving parents/caregivers in their child's school work and life
- Involving parents/caregivers in the life of the school
- Finding support for families in crisis

- Helping network parents/caregivers for transportation to school events
  - Bringing parental concerns forward within the school to determine if there is a broader school issue
- Examples of the framework of partnership and advocacy are described below.

**14.1 COMPASS**



**COMMUNITY, PLANNING, ACCOUNTABILITY, SPIRIT, AND STEERING**

The mission of RMMS COMPASS is to:

- Empower parents and caregivers with a forum to address the issues relevant to the success and longevity of the school;
- Maintain a sense of community among the RMMS family;
- Promote quality in education;
- Foster overall school improvement;
- Support the overall mission of RMMS; and
- Encourage the enhancement of multiculturalism in all aspects of the RMMS experience.

We will accomplish this by:

Providing a friendly environment to openly allow the expression of all positive opinions, ideas and suggestions.

- Keeping school management informed of emerging issues and potential solutions.
- Fully examining all angles of a particular issue and working as a group to ensure all relevant factors are considered.
- Encouraging participation in the group by as many parents, caregivers, teachers, administrators and staff as possible.
- Scheduling and attendance of monthly meetings
- Keeping members informed of school practices, policies and procedures.

COMPASS meets on the second Monday of the month, from 5:45 to 7:45 PM. These meetings are open to any parent/caregiver who would like to address a concern, provide advice, or just listen. The school newsletters carry information about the COMPASS meetings. Free childcare is available, but attendees are asked to call ahead to indicate their need for childcare.

## 14.2 RMMS Steering Committee

The RMMS Steering Committee is committed to supporting the implementation of the RMMS mission through fostering a sense of community within and beyond RMMS, acting as a communication center, overseeing curriculum implementation and process, complying with state and federal standards and exploring and reflecting upon the teaching and learning process. This committee is comprised of staff and parent/caregiver representatives. The staff participants represent the different grade levels and supports (K/1, 2/3, 4/5, Bilingual, Academic Support, Office Support, Unified Arts and Administration). Parent/caregiver participants include interested members of COMPASS and other parents/caregivers as space allows. RMMS Steering Committee meets once each month on the third Wednesday from 3:45 – 5:30PM.

## 14.3 Parent / Caregiver Organization (PCO)

The Parent/Caregiver Organization (PCO) includes all the members of our school community. Its function is to help provide understanding about the school to everyone within and outside of our school community and to offer opportunities for active involvement of all members. In addition to many of the tasks normally done by active school parent groups, there is a strong emphasis on providing growth experiences for all members.

## 14.4 RMMS Foundation

The RMMS Foundation is a non-profit organization that supports the mission and programs of the school through fundraising and endowment.

## 14.5 School/Home Communication

- Goal Setting Conferences  
During the summer of each school year, parents/caregivers receive information to welcome them to the new school year. Included in this information is a copy of the School/Family COMPACT and a form to help the child and parent/caregiver think about 1-2 goals as a focus for the school year. During two days before the actual start of the school year, each child and parent/caregiver is scheduled to meet for the child's teacher for about ½ hour. The objectives of this meeting are to focus is on the child as a person and learner and the important connection between school and home. The child, with input from the teacher and parent/caregiver develops 1-2 goals for the school year. These goals are continually revisited throughout the school year.
- Student led school-parent/caregiver conferences  
In November and March, school-parent/caregiver conferences are scheduled. During these meetings, which are often student-led, the child

shares successes and challenges in a manner that supports his/her ownership of learning and reinforces that we are all a team supporting these successes. The child's goals are revisited and adjustments made as needed.

- Translations  
As a school with a high population of Spanish speaking families, we have made a commitment to translate for all families information that we send home through newsletters, progress reports and on our website.

## 14.6 Behavioral and Emotional Support Team (BEST)

The BEST team is comprised of the following staff:

- Behavior Support Specialist
- Behavior Support Instructor
- School Social Worker
- Community-based Social Worker
- School Nurse
- School Associate Director
- School Director

The BEST team provides some of the essential components of our child and family advocacy framework. Any information that is brought to the attention of a member of the team regarding a child or family in need or crisis is shared (as appropriate) with the team in order to broker resources in a manner that efficiently and effectively addresses the need of the child or family. Families are encouraged to contact any member of the BEST team to ask for help or share concerns or challenges they or their child are facing. The BEST team also acts as a liaison with teachers and parents/caregivers with communication and partnering.

Strategies that support the work of the BEST team include:

- Weekly BEST team meetings to review any present student/family challenges and report on progress and updates regarding past student concerns
- Participation by at least one and often a number of BEST team members in parent/caregiver – teacher conferences and Child Study Team meetings
- Develop home and community supports with parents
- Develop support system for students who need to use the Recovery Room. This can include check-in & check-out for students at the beginning and end of the day, brain breaks, reward breaks.

## 14.7 Collaboration/Enrichment Program

The Collaboration/Enrichment Program begins shortly after the beginning of school and meets Wednesdays from 1:00 - 3:00 PM. During this time, specialists are brought into each classroom to provide students with a variety of enrichment activities, such as art, dance, cooking, drama or a field trip. As a result, classroom teachers are provided important time to meet with one another for curriculum and other planning.

An integral part of this program's success is the participation of parent volunteers in each and every classroom. In September, please look for the volunteer sign-up sheet that will come home with your child. It will list the dates for your child's enrichment classes. We encourage you to join your child's class during this time. If you have any questions, please call the school office.

#### **14.8 Volunteers**

A major thrust of RMMS is parent/caregiver involvement. Volunteers are welcome and needed to assist with classroom activities and serve on committees including COMPASS and PCO.

More information will be sent home throughout the year to invite you to become more involved in our school community.

#### **14.9 Visitors at RMMS**

##### **General Guidelines**

RMMS maintains a philosophy of partnership with parents. As such, parents and caregivers play an important role in working with the school to provide the best possible learning and growing experiences for your child. We provide many opportunities for the parents/caregivers to be actively involved in the school program. Some of these opportunities include:

- Signing up for our volunteer program to work with small groups or individual students as a reading buddy or other enrichment activity.
- Chaperoning field trips
- Family tradition days

**We also look forward to a close partnership with parents regarding the success of your child at RMMS. We build this partnership through numerous opportunities for communication with parents/caregivers, including scheduled meetings and conferences, emails and agenda notes.**

It is important to reasonably limit other visits to students during the school day for the following reasons:

- Unscheduled "visits" with a child during the school day can be disruptive to the child

and other students in the class.

- Unscheduled drop-in conferences with teachers can be disruptive to the educational flow of the classroom instruction.

A reminder that we are asking all parents/caregivers who are visiting the school to do the following when entering the school:

- If a parent/caregiver is dropping a child off in the school in the morning, the parent/caregiver needs to sign in at the front desk.
- After the morning drop-off, all parents who visit the school must sign in at the front desk and get a visitor's pass. The parent/caregiver must indicate where/who they are visiting. The front desk receptionist must call ahead to the staff member to make sure the visitor is expected. This procedure includes visits to the nurse's office.
- The front desk receptionist will contact the classroom teacher when a visitor wishes to meet with the teacher or visit the classroom.

the classroom teacher when a visitor wishes to meet with the teacher or visit the classroom.

#### **15 STANDARDIZED TESTING DATES**

Universal assessments are given to all students three times per year in the areas of literacy, writing, and math.

The Smarter Balanced Assessments are administered during April and May to students in grades 3-5. Look for more detail scheduled on February's Newsletters or contact your child's teacher or Susan Iwanicki with any questions.

#### **16 STUDENT RECRUITMENT**

##### **16.1 RMMS Sibling Admission Policy**

The RMMS Sibling Admission Policy is designed to provide a cohesive experience for families, while maximizing the number of spaces available to the community for admission. A sibling is defined as a child who lives in the same household with a current RMMS student and shares a common legal guardian.

Sibling admission is provided for students entering kindergarten at the beginning of the school year, while their sibling is simultaneously enrolled at RMMS. ***Sibling applications must be received between January and March of the calendar year that the younger sibling will enroll in kindergarten. Applications received after the March deadline will not be considered under the sibling admission policy nor under the general lottery admission policy.***

If a family believes that their unique family circumstance should be considered for sibling admission, they may appeal in writing to the Director of RMMS who will render a decision about admission.

Admission to RMMS is null and void if accurate, truthful information was not provided during the time of application. The RMMS Sibling Admission Policy is for admission to the school only and does not extend to selection procedures for Dual- Language Program (Puentes) at RMMS, or to any other magnet school, charter school or private school in the area.

In cases of shared custody or court appointed guardianship, court documentation must be provided to verify custodial relationship and residency. Temporary guardianship must extend three months into the school year. Documentation is due at the time of the application.

### **16.2 Seeking Admission For More Than One Child**

A new family seeking admission for more than one child will receive one chance in the lottery per family, not one per child. If a kindergarten student who gains admission through the lottery has a kindergarten sibling(s) then the sibling(s) will also be accepted. If the accepted kindergarten student has an upper level sibling(s), admission would be based on availability of openings.

### **16.3 Puentes Entrance Policy**

As part of the admission procedure, students are assessed to determine their dominant language.

- Kindergarten students who are native Spanish speakers are automatically accepted into the program.
- Incoming kindergarten students who are not fluent in Spanish are admitted by lottery. This

lottery includes siblings of current Puentes students.

- A waiting pool is generated following the lottery. Your child will remain on the Puentes waiting pool for his/her entire stay at RMMS. English-dominant students are generally not accepted into the Puentes program after third grade.
- Entry into the program of first and second graders is based on space availability and language need.





***RMMS is a LEARN program.***

***44 Hachetts Hill Road  
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Ph: (860) 434-4800  
Fx: (860) 434-4836***

### **LEARN POLICIES**

It is Connecticut State Board of Education regulations that certain district policies be made available to parents on the following topics:

- Attendance
- Exclusion from school for disciplinary purposes
- Student records – confidentiality
- Misconduct requiring disciplinary action
- Asbestos policy
- Substance abuse and regulations
- Weapons policy
- Sexual harassment and bullying
- Grievance procedures for Title XI and IX, Section 504
- Non-discrimination statement
- Emergency evacuation plan
- Public Act 99-256: An Act concerning laser pointers
- Public Act 99-288: An act concerning education accountability
- Parents' right to know
- Smoke-free environment
- AIDS
- Prohibition on recommendations for psychotropic drugs
- Visits to programs
- Use of beeper (paging devices) and cellular telephones
- Other educational policies

In order to be conscious of our environment, we have included the full text of only some of these policies as part of the parent/student handbook. The text of remainder of these policies can be found on the LEARN website:

[www.learn.k12.ct.us](http://www.learn.k12.ct.us)

Please take the time to review this information on the LEARN website. If you do not have access to the website or would like a hard copy of the

policies, please contact the school receptionist. A copy can be picked up by the parent or sent home with your child.

Below is the full text of policies we feel it is important to emphasize:

1. MISCONDUCT REQUIRING DISCIPLINARY ACTION
2. SEXUAL HARASSMENT AND BULLYING
3. PARENTS' RIGHT TO KNOW
4. VISIT TO PROGRAMS
5. USE OF BEEPER/CELLULAR TELEPHONES

### **1. MISCONDUCT REQUIRING DISCIPLINARY ACTION**

The following breaches of conduct on school property, in a school classroom, on school transportation, or at any school activity, may result in removal, suspension or expulsion:

- A. Disruption activities at school functions.
- B. Disruptive classroom procedures.
- C. Willfully or recklessly striking or assaulting, or attempting to strike or assault another person.
- D. Stealing or attempting to steal school property, private property, or other public property.
- E. Causing, or attempting to cause, damage to school property, private property, or other public property.
- F. Throwing of food or causing disruption in a lunchroom or cafeteria.
- G. Possessing, using, transporting, or transmitting, consuming or having consumed dangerous drugs, narcotics, or alcoholic beverages without authorization. Dangerous drugs or narcotics shall mean any controlled drug, as defined in Connecticut General Statutes, Section 19-443 as amended.
- H. Possession or use of electronic paging or two-way communication devices such as beepers.
- I. Using obscene or profane language, or making obscene or profane gestures to members of the school staff, students or other persons.
- J. Deliberately refusing to comply with a reasonable directive from a member of the school staff.
- K. Participating in a walk-out, sit-in, or boycott, picketing or other demonstration which disrupts the educational process.

- L. Threatening, harassing, intimidating, or blackmailing school staff, students, or other persons.
- M. Leaving school grounds without permission.
- N. Failure to report to or remain in an assigned area.
- O. Violating school smoking regulations. Violating published attendance regulations.
- P. Violating any other disciplinary regulations and directives of LEARN/RMMS.
- Q. Wearing any article of clothing (including jackets, shoes, hats and bandannas) jewelry, or other item which is identifiable as a known symbol of gang membership or affiliation.
- R. Off-campus misconduct which directly affects the school's orderly operations by threatening the safety of school property or the welfare of the persons who work or study there.
- S. Gambling.
- T. Possessing, using, transporting, or transmitting any firearms, knives, explosives, or other dangerous object or substances of no reasonable use to the student at school.

policy, procedures, and the compliance process on an annual basis.

It shall be violation of this policy for any student to harass a student or others through any inappropriate, violent or nonviolent conduct or for any student to inflict, threaten to inflict, or attempt to inflict harm upon any student or others related to race, color, national origin, ethnicity, sex/gender, disability, sexual orientation and/or religion.

LEARN will act to investigate and resolve all complaints, formal or informal, verbal or written, of such harassment or perceived harassment and will discipline or take appropriate action against any student who is found to be in violation of this policy.

Harassment consists of physical or verbal conduct which is sufficiently severe, pervasive or persistent so as to interfere with, or limit the ability of an individual to participate in, or benefit from LEARN's programs or activities, and which is related to an individual's race, color, national origin, ethnicity, religion, disability, sex/gender, or sexual orientation. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical or other verbal or physical conduct or communication of a sexual nature.

It is the expressed policy of the LEARN Board of Directors to encourage victims of harassment to report such claims. Any student or parent/guardian of a student who believes that the student has been the victim of harassment, or has questions about this issue, should seek the help of the LEARN administrator(s) or an adult whom they trust, such as a teacher, counselor, nurse or psychologist. The LEARN administrator or designee shall be advised of the concern immediately and will report to the Executive Director.

**Legal References:**

Title IX of the Educational Amendment of 1972, with regulations at 34 CRF 106, as amended.

Title VII of the Civil Rights Act of 1964, 42 U.S.c. 2000e.

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment, effective March 19, 1990 (N-915.050).

Connecticut General Statutes 46a-60, et seq. Constitution of the State of Connecticut, Article 1, Section 20

The normal process of disciplinary action shall be:

- a. Teacher Intervention
- b. Administrative involvement
- c. Parent notified
- d. Meeting to develop next steps
- e. Meeting of LEARN, parents, home district (may be PPT)
- f. Notification to outside authorization. Depending on the severity of the situation, removal and suspension can occur at any point in this process.

**2. SEXUAL HARASSMENT & BULLYING**

**2.1 Sexual Harassment**

It is the policy of LEARN to maintain learning and working environment which is free from any form of harassment. This policy has application at all levels of student to student contact. All harassing behaviors are strongly prohibited including those based on, but not limited to, race, color, national origin, ethnicity, sex/gender, disability, sexual orientation and religion. LEARN will provide students and families with printed copies of this

## 2.2 Bullying

Bullying behavior by any student in a LEARN program is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

“Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time. Students and parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of

bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulations #5007 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardian upon request.

Bullying can be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not limited to:

- physical violence and attacks
- verbal taunts, name-calling and put-downs including ethically-based verbal abuse and gender-based put-downs
- threats and intimidation
- extortion or stealing of money and possessions
- exclusion from the peer group

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion or referral to law enforcement officials.

A bullying prevention program shall be implemented which strives to develop a school and home environment:

- characterized by warmth, positive interest and involvement by adults;
- firm limits to unacceptable behavior, where non-hostile, non-physical negative consequences are consistently applied in cases of violation of rules and other unacceptable behaviors;

communication. It shall be a violation of this

policy

- where adults act as authorities and positive role models; and
- where students are included in efforts to improve school climate.

The Executive Director shall develop rules and procedures, which carry out the provision of this policy. In addition, the Executive Director shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks.

## 3. PARENTS' RIGHT TO KNOW

As a result of the new federal law, No Child Left Behind, parents are entitled to information about their school and teachers. If you wish to have information about the certification and training of your child's teacher, you can request it from the school and it will be provided to you. If you wish to see the State of Connecticut current report on RMMS, you can find this by accessing the Strategic School Profile for the Regional Multicultural Magnet School on the website of the Connecticut State Department of Education. Access to the website is gained by going to [www.state.ct.us/sde/](http://www.state.ct.us/sde/) and then clicking on the button for school/district data.

## 4. VISITS TO PROGRAMS

The Board of Directors and the staff of LEARN programs welcome and strongly encourage members of the community and other interested persons to visit. Improvements often come from suggestions originating in such visits.

The Executive Director is authorized to establish such regulations as will:

- Encourage visitors to observe programs.
- Require all visitors to register in the office of the appropriate LEARN administrator.
- Channel expressions of approval as well as constructive criticism to the Executive Director or Board of Directors.
- Ensure that such visits will enhance the effect of the educational program rather than hinder it.
- Provide for appropriate hospitality for visitors.

**5. USE OF BEEPER (PAGING DEVICES)/CELLULAR TELEPHONES**

Connecticut, school district personnel, their representative, parents or legal guardians and the public.

Students shall not possess or use a remotely activated paging device or use a cellular mobile telephone during school hours.

The Program Administrator may grant written permission for possession and use of a paging device or use of a cellular telephone by a student if the student or his/her parent or guardian establishes to the satisfaction of the Administrator that a reasonable basis exists for the possession and use of the device.

A person who discovers a student possessing or using a paging device or using a cellular phone without the written permission of the Program Administrator shall report the violation to a Program Administrator who shall confiscate the device and contact the parent/guardian.

Legal Reference: Sec. 10-233j Connecticut Education Law.

**6. ASBESTOS**

All LEARN buildings that are occupied by LEARN employees and students, have been inspected by an accredited inspector as required by the Asbestos Hazard Emergency Response Act of 1986 (AHERA). AHERA requires Local Education Agencies (LEAs) to identify Asbestos Containing Materials (ACM) in their school building and to take appropriate actions to control the release of asbestos fibers.

The building will be reinspected every 6 months by qualified school personnel to determine any changes in the condition of the identified ACM. Additionally, the school building will be reinspected every 3 years by an accredited and licensed inspector following the same basic criteria as the original inspection.

An Asbestos Management Plan (AMP) has been prepared by an accredited and licensed asbestos management planner as required by AHERA and the State of Connecticut Department of Health. The AMP is available for review during the normal business hours, without cost or restriction, to representatives of EPA and the State of

